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ABSTRACT

Project AAPT: Alcohol Abuse Prevention Training was developed in response to the pervasive problem of alcohol abuse by young people. The goals of Project AAPT were to establish, expand, and enhance programs for the training of educational personnel that emphasize the involvement and cooperation of the family, school, and community in alcohol abuse prevention and intervention. The project was piloted in Community School District 31, which covers the borough of Staten Island. Five program objectives included: development of curriculum materials for training personnel; increased knowledge of alcohol abuse prevention education strategies; transfer of knowledge gained to instructional and non-instructional duties; student awareness of the dangers of alcohol use; and the development and dissemination of a replication guide to facilitate the implementation of similar projects in other districts. In total 331 school personnel participated in the workshops, including instructional and non-instructional staff. Findings indicated that Project AAPT was quite successful in providing school personnel with information about alcohol abuse, and prevention and intervention strategies. The workshops were generally well-received by participants. Based on the project's findings it was recommended that program administrators provide additional time in the workshop leaders' training; explore ways in which the curriculum can be customized; increase time spent in workshop sessions on assisting teachers in preparing alcohol-related classroom lessons; and provide ongoing support to workshop participants. (ABL)

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OREA Report

PROJECT AAPT: ALCOHOL ABUSE PREVENTION TRAINING EVALUATION REPORT

April, 1993

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PROJECT AAPT:
ALCOHOL ABUSE PREVENTION TRAINING
EVALUATION REPORT

April, 1993

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EXECUTIVE SUMMARY

Project AAPT: Alcohol Abuse Prevention Training was developed in response to the pervasive problem of alcohol abuse by young people. School staff, as well as substance abuse prevention and intervention staff, need to be aware of and knowledgeable about alcohol abuse issues in order to help students. The goals of Project AAPT were to establish, expand, and enhance programs for the training of educational personnel that emphasize the involvement and cooperation of the family, school, and community in alcohol abuse prevention and intervention. The project was piloted in Community School District 31, which covers the borough of Staten Island.

PROGRAM OBJECTIVES

Five specific objectives were outlined in order for Project AAPT to achieve its goal:

- The development of curriculum materials for training instructional and non-instructional personnel.
- Increased knowledge of alcohol abuse prevention education strategies on the part of school personnel trained.
- The transfer of knowledge gained to instructional and non-instructional duties.
- Student awareness of the dangers of alcohol use.
- The development and dissemination of a replication guide to facilitate the implementation of similar projects in other districts.

Three hundred and thirty-one school personnel participated in the AAPT workshops. Instructional staff attended six workshop sessions, while non-instructional staff attended four sessions--each group meeting separately. Teachers were required to develop six lessons related to alcohol at the end of the course. Six workshop leaders/teams (two of the leaders team-taught the workshops) provided two-hour sessions, which were held immediately after school hours. Twelve assistant principals attended one condensed 90-minute training session.

FINDINGS

Overall, Project AAPT was quite successful in providing school personnel with information about alcohol abuse, and prevention and intervention strategies. The curriculum guide developed for this training was thorough and well-organized, although it was too structured for some workshop leaders. While the seven workshop leaders found the training they received from the curriculum developer to be excellent, four felt that more time was needed in order to be comfortable with the material. The two

workshop leaders who taught the workshops together found that having two leaders was beneficial both for them and the participants.

The workshops were generally well-received by participants, who found them interesting and informative. The 196 participants who completed feedback forms rated the workshops between good and excellent on average. They noted that among the most useful aspects of the workshop were the knowledge they gained (38 percent) and the special features of the workshop (37 percent), including guest speakers and role-playing exercises. Nearly all (98 percent) of the participants indicated on the feedback forms that they felt more knowledgeable about how to identify and refer students with alcohol-related personal or family problems. More than half of the participants (57 percent) indicated that they already had begun to incorporate the knowledge gained into their activities with students; most of these (64 percent) were teachers.

There were relatively few negative comments about the workshops. Time constraints were cited by 14 percent of the participants, and nine percent noted a lack of variety in presentation techniques. Several of the 16 teachers and non-instructional staff who were interviewed were somewhat frustrated by the lack of information they received about how to help students directly. A few teachers in both feedback forms and interviews suggested that the workshop leaders provide more assistance in the development of alcohol-related classroom lessons.

Eleven teachers were observed by OREA researchers while they were giving alcohol-related classroom lessons. In most cases, the lessons were developed to fit in with the existing curriculum, or at least with the subject area being taught. Students' responses were generally enthusiastic, and the lessons generated lively discussions.

CONCLUSIONS AND RECOMMENDATIONS

Overall, Project AAPT was successfully implemented. Most of the workshops were clearly presented and well-received by participants. School staff attending the workshops felt more knowledgeable as a result, and many had begun to incorporate this information into their activities with students. One unintended benefit of this project may have been improved communication and appreciation between the substance abuse prevention and intervention staff providing the workshops, and the school staff attending them.

Based on the findings outlined in this report, OREA recommends that program administrators:

- provide additional time in the workshop leaders' training so they can more extensively practice delivery of the curriculum;
- explore ways in which the curriculum can be customized by each workshop leader to accommodate different presentation styles;
- when possible, use two-person teams to lead these workshops, for those who would prefer this style;
- provide at least one additional session for both instructional and non-instructional workshops in order to cover all the material adequately;
- increase the time spent in workshop sessions on assisting teachers in preparing alcohol-related classroom lessons; and
- provide ongoing support to workshop participants who want feedback on the activities and lessons they provide for their students.

ACKNOWLEDGEMENTS

This report was prepared by the Research Unit of the Office of Research, Evaluation, and Assessment (O.R.E.A.) of the New York City Public Schools. Mabel Payne supervised this project. Nina Gottlieb directed the field research, and collected the data, along with Adeola Joda. Nina Gottlieb also analyzed the data and wrote the report. Editorial assistance was provided by Carol Meyer.

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I. INTRODUCTION

BACKGROUND TO STUDY

Alcohol abuse is a pervasive problem in the nation's schools; it is the most widely used drug among young people. Use of alcoholic beverages, particularly beer and wine, is initiated at an earlier age than any of the illicit drugs (Kandel, 1989). In New York State, approximately 400,000 out of two-and-a-half million secondary school students (16 percent) are heavy users of alcohol, and the majority of these combine it with regular use of other drugs (Governor's Statewide Anti-Drug Abuse Council, 1989). In fact, alcohol abuse is not only a problem in itself, but there is substantial evidence that alcohol is the gateway to the use of other drugs. While not all youngsters who use alcohol necessarily go on to use other substances, the use of illicit substances is generally preceded by the regular use of alcohol (Kandel, 1989; Mills & Noyes, 1984; Donovan & Jessor, 1983).

All of these findings reinforce the need for widespread prevention efforts to begin in the early grades--focusing on teaching children the facts about alcohol and the skills to resist peer pressure to use it. While Substance Abuse Prevention and Intervention Specialists (SAPIS) from each community school district provide classroom substance abuse prevention lessons in many of the New York City Public Schools, they need the support and assistance of school personnel. A survey of District Directors of substance abuse prevention programs indicated a

severe lack of training of non-instructional and support personnel, and a strong desire for such a training program.

PROGRAM GOALS AND OBJECTIVES

The goals of Project AAPT: Alcohol Abuse Prevention Training were to establish, expand, and enhance programs for the training of educational personnel that emphasize the involvement and cooperation of the family, school, and community in alcohol and substance abuse prevention, education, and intervention. The project was piloted during the 1991-92 academic year in Community School District 31, which covers the entire borough of Staten Island. It is the third largest district in New York State, consisting of 38 elementary and 10 middle schools, with a total of 31,000 students with diverse ethnic backgrounds and a wide range of incomes. Staten Island also leads the state as the community with the highest percentage increase of alcoholism among its adult population. The number of alcoholics there is expected to increase from about 27,000 in 1990 to 32,500 by 1995 (Project AAPT Proposal, 1991). Substance abuse prevention staff and school administrators in District 31 also expressed a need to supplement the existing substance abuse prevention curriculum with more alcohol-specific information to better meet the needs of their students. It was expected that a total of 488 school staff would participate in the AAPT training; however, only 331 participants were recruited.

The overall goal of Project AAPT was to improve or establish programs and activities for the training of school personnel in

alcohol and substance abuse education and intervention. Five specific objectives were outlined to achieve this goal:

1. Curriculum development. A curricula developer will prepare a training course and provide curriculum materials for instructional and non-instructional personnel.

2. Increased knowledge and awareness of participants. Instructional and non-instructional staff will demonstrate increased knowledge of alcohol abuse prevention education strategies as a result of their participation in training workshops.

3. Application and transfer of knowledge. Project participants will be able to apply their knowledge of alcohol abuse prevention education techniques to their instructional and non-instructional duties.

4. Student awareness. Students whose teachers participated in this program will demonstrate an awareness of the dangers of alcohol use.

5. Development and dissemination of replication guide. The project director will prepare a replication guide, consisting of the workshop curriculum, sample materials developed in the workshops by school personnel, and any other information relevant to the functioning and future replication of this program. This replication guide will then be available for dissemination to other districts.

PROJECT STRUCTURE

The following is a brief description of how the project was structured in order to meet the objectives stated above. Seven staff members from District 31's Substance Abuse Prevention program volunteered to be trainers/workshop leaders for Project AAPT. These substance abuse specialists participated in a two-day training session provided by the curriculum developer/trainer. Subsequently, the newly trained workshop leaders were assigned groups of either instructional or non-instructional staff who wanted to participate in the Project AAPT training.

Two of the workshop leaders team-taught their groups, resulting *in six different workshop leaders or teams.*

This alcohol abuse prevention training was advertised through flyers posted in each elementary and middle school on Staten Island. A total of 331 instructional and non-instructional staff volunteered to participate. (All participants were paid the contractual rate for their attendance at these workshops.) Instructional and non-instructional staff were then assigned to separate workshop groups; teachers and guidance counselors attended six sessions, and non-instructional staff, including school aides, cafeteria workers, and paraprofessionals, attended four workshops. In addition, teachers were required to develop six alcohol-related lesson plans at the end of the course. Each group had a maximum of thirty participants. Sessions were all two hours long, and were held immediately after school hours in six different schools from March through May, 1992.

A condensed, 90-minute voluntary training session was also provided for assistant principals in elementary and middle schools on Staten Island. Although the training was based on the curriculum developed for the AAPT workshops, additional handouts documenting the problems of alcohol abuse were provided to the administrators. Twelve assistant principals participated in this workshop.

The project coordinator at the central Office of Comprehensive Health and Substance Abuse Prevention assisted in

planning the overall structure of the project, and organized the required activities. He oversaw the development of the curriculum for the AAPT workshops, ensuring that the information provided was appropriate and reflected the citywide philosophy with regard to the use of alcohol. The project coordinator also managed the distribution of all curriculum materials (including audio tapes, handouts, and forms) to the workshop leaders.

EVALUATION METHODOLOGY

Several research strategies were employed in order to evaluate the success of Project AAPT in meeting its goals.

1) Examination of training materials and replication guide. Evaluators examined the training curriculum and materials used for the project's workshops; they also examined the replication guide to determine its utility for implementing similar programs in other districts.

2) Observation of workshops. Evaluators also observed workshops provided to instructional and non-instructional staff. One group of instructional staff and their workshop leader were observed for each of their six training sessions, and each of the five remaining leaders/teams were observed at least once; this observation schedule was structured so that each of the six different instructional and non-instructional session modules was observed. In all, OREA researchers observed 12 of the 66 workshop sessions that were provided over approximately three months.

OREA researchers were unable to attend the assistant principals' training session because District 31 notified the central office and program coordinator about the workshop only after it had taken place. General comments on this workshop were collected from the twelve participants and provided to OREA.

3) Pre- and posttests. All participants in the Project AAPT workshops were given a pre-test before the workshops began to assess their knowledge of alcohol abuse issues; the same test was given again immediately after the workshops ended, to assess the knowledge they had gained as a result of the workshops.

4) Workshop participant feedback forms. Participants also completed a feedback form after the completion of the workshops, providing their assessments of the workshops.

5) Interviews with workshop leaders. After all of the workshop sessions were completed, OREA researchers interviewed each of the seven workshop leaders to obtain feedback about their perceptions of the project.

6) Observations of lessons and interviews with teachers and non-instructional staff. Several weeks after the workshops, researchers observed eleven teachers while they were giving alcohol-related lessons to their students and noted student responses to this lesson. In addition, evaluators conducted brief interviews with the teachers after the lesson and interviewed five non-instructional staff members to get more extensive feedback about their impressions of the workshops. These interviews and observations were conducted in eight different elementary and middle schools throughout Staten Island.

II. FINDINGS

PREPARING THE WORKSHOP LEADERS

The seven workshop leaders interviewed by OREA evaluators unanimously felt that the training they received from the curriculum developer/trainer was excellent. They were quite impressed with her organizational and presentation skills, and her willingness to answer questions. One problem noted was a time constraint, resulting in rushing through some sections of the curriculum guide. While most of the workshop leaders felt well-prepared to give the workshop lessons, three of them thought that they were less prepared than they would have liked.

Most of the workshop leaders suggested that the training be longer, so that there would be more time to go through the material thoroughly. It was also noted that having additional time would allow the workshop leaders to practice delivering parts of lessons, with the trainer there to provide feedback. Two people noted that though they thought they were adequately prepared when they completed the training, once they began preparing on their own, they encountered problems with specific parts of the curriculum.

Several workshop leaders explained that they spent much more than the allotted two hours to prepare for giving the workshops. One person noted, "I put in a ridiculous amount of time preparing for the course the first time around. Some people taking the

course were getting paid more than I was. I put in five hours before the session. It's not fair."

THE REPLICATION GUIDE

The replication guide contains all the information needed to implement a similar program in any district, including organizational material, handouts, evaluation instruments, examples of classroom lessons developed by teachers participating in the workshops, and most importantly, the curriculum guide.

THE CURRICULUM GUIDE

The curriculum guide was organized around six modules pertaining to alcohol abuse prevention and intervention. These included:

1) alcohol use and abuse
2) alcoholic family issues
3) prevention issues
4) service and treatment issues
5) identification of high risk students
6) prevention curriculum development and implementation

The guide was extremely well-organized. Each module had clearly stated goals, behavioral objectives, and methodologies/materials to be used by the workshop leaders for that session. Every detail of the presentation was outlined, including the appropriate supporting materials to be used at certain times, and the amount of time each part of the presentation would take. The handouts, developed to accompany each module, were generally clear, and allowed participants to take some concrete information away from the workshops.

Most of the workshop leaders (five out of seven) who were interviewed after the workshops were completed found the

curriculum guide to be excellent, in general. The structure of the guide made it relatively easy for them to lead the workshops and convey the material to participants. The second module, which was about family systems, was rated by all the workshop leaders as the most successful module of the curriculum. This module of the curriculum guide included a "family sculpting" exercise, in which workshop participants played the roles of different members in an alcoholic family. The workshop leaders noted that this session was beneficial because it was "so interactive." Another module which featured guest speakers from community agencies such as Alcoholics Anonymous was also perceived by workshop leaders as being a particularly successful and interesting part of the curriculum.

Workshop leaders also had suggestions for improving the curriculum. Although overall the leaders appreciated the guidelines provided by the curriculum, three of the seven leaders found the curriculum to be too structured. The heavy emphasis on lecturing was difficult to adhere to, and did not allow for sufficient interaction with the school staff. Leaders suggested that the curriculum be more adaptable, depending on both the knowledge and style of the presenter, and the knowledge level of the audience. More experiential activities were also proposed to encourage greater school staff participation. Four of the leaders also felt that more time was needed in order to adequately cover the necessary material and allow for more discussion.

THE WORKSHOP SESSIONS

OREA Observations

Each workshop session corresponded to a module of the curriculum guide. Workshop leaders began each session by listing the goals for that particular session. Teaching methods frequently used included lectures, discussions, and question and answer periods. Easels were used extensively to outline topics, explain issues, and note responses to questions. Workshop attendees also participated through role-playing, and some of the instructional staff gave brief presentations during the final session. Guest speakers from community agencies such as Alcoholics Anonymous provided presentations during the fourth session.

OREA observers found that, in general, workshop leaders were well-prepared, knowledgeable, and comfortable with the curriculum material. The leaders were skilled at maintaining control, while eliciting discussion from the participants. The one team of two workshop leaders was quite successful at sharing the presentation of the material.

Sometimes, however, workshop leaders were not as well-prepared as they should have been; answers to questions were not always clear, and definitions of terms were sometimes confused. In one case, the leader's personal anecdotes and views used valuable time, and added little to the understanding of the topic at hand. Although the workshops always ended on time, the workshop leaders were sometimes rushed in their presentations.

Overall, participants seemed interested in the topic of the training, asked questions, and participated in exercises. However, some teachers expressed frustration at the limited amount it seemed they could do for students with personal or family alcohol problems.

Workshop Leaders' Self-Evaluation

The workshop leaders were also asked to evaluate their own workshop presentations. Generally, they felt that the workshops went well, and were well-received by the participants. Most of these leaders felt they had adequately prepared for the course, and that the curriculum material provided a good guideline for the presentations. One workshop leader explained, "at first I was really nervous about how structured the curriculum was, but you can present it in a logical order. It was good to have the curriculum to rely on." A few workshop leaders added material they had found on their own into the curriculum.

Not surprisingly, those leaders who taught the course twice found that they were more comfortable with the material the second time they presented it. Concepts that they had difficulty conveying during the first set of workshops were more effectively explained during the second set. The two leaders who team-taught the course both felt that, overall, the arrangement was beneficial. According to one team leader, it was "good to change voices." The other leader agreed, "team teaching is an asset because you can catch your breath. I could zero in on the audience when it was my down time."

FEEDBACK ABOUT THE WORKSHOPS

At the end of the final workshop session, each participant completed a feedback form evaluating various aspects of the training. In addition, OREA evaluators interviewed a total of sixteen school staff--11 teachers and five non-instructional staff, (school aides, a paraprofessional, and cafeteria workers)--several weeks after the end of the workshops to get additional feedback on the workshops. The subjects taught by the teachers included math, special education social studies, reading, resource room (writing), social studies, science, and language arts; grades taught ranged from pre-kindergarten to 8th grade. The following information was drawn from both the feedback forms and the interviews where appropriate.

Positive Aspects

The teachers and non-instructional staff generally had favorable impressions of the workshops in which they participated. Participants rated the workshops between good and excellent overall, as well as on specific aspects, including having clearly stated objectives, being well-organized, having knowledgeable and effective presenters, and maintaining interest. (Teachers were slightly more critical of the workshops than were non-instructional staff, rating more aspects of the workshops as "good" rather than "excellent.") Most of the participants found the workshops very informative and interesting, covering a lot of material and clearing up misinformation. Several people also commented that the presenters did an excellent job in conveying

the information to them. Others noted that there was good interaction among the participants, the materials were up-to-date, and the workshops were well-organized. Still others said participation in the training resulted in improved relations between school staff members and substance abuse prevention and intervention staff members. Very few respondents (6 percent out of 196) had questions that went unanswered by workshop leaders.

The participants noted that the most useful aspects of the workshop were the knowledge they gained (38 percent) and the special features of the workshop sessions (37 percent), including guest speakers and role-playing techniques. The workshop leaders agreed that the role-playing techniques used during the family sculpting exercise were among the most positive aspects of the workshops. For non-instructional staff, the ability to identify students with problems was also useful (20 percent). The majority of both teachers and non-instructional staff found the handouts to be very helpful in general, and for teachers, particularly useful in planning and implementing their lessons.

Nearly all (98 percent) of the participants indicated on the feedback forms that they felt more knowledgeable as a result of the training about how to identify and refer students with alcohol-related personal or family problems. About half of the school staff interviewed thought the workshops were helpful in providing information and resources needed to assist children with alcohol-related problems. They noted that they were better equipped than they had been to recognize problems. More than

half of the participants (57 percent) indicated that they had already begun to incorporate the knowledge gained into their activities with students--most of these (64 percent) were teachers. While most of these participants noted that they had actually put their knowledge to use in lessons or activities with students (54 percent), others had become more aware of the needs of their students (12 percent) or had referred more students (9 percent). This increase in referrals subsequent to taking the AAPT workshops was substantiated by one of the trainers: "There are more referrals than ever before. In one case, a teacher caught big family problems."

The workshops made enough of an impact on the participants that most of them (95 percent) had discussed the training they had received with other colleagues. Most of the participants (79 percent) were taking a course on alcohol abuse prevention for the first time. Twenty percent of the participants indicated that they would like to take additional courses on substance abuse prevention.

Negative Aspects

There were very few negative comments. Time constraints were mentioned as the weakest aspects of the workshops by 14 percent of the participants, and nine percent noted a lack of variety in presentation techniques. The lack of time was reported as problematic more frequently by non-instructional staff, who had four workshop sessions, than by instructional staff, who had six. The trainers also nearly unanimously

reported time constraints, which inhibited interaction with the participants. These problems were most apparent in the first and last sessions, in which administrative tasks took considerably more time than was allotted.

Two of the participants interviewed noted that the material was already familiar; not much new information was gained. Several teachers and non-instructional staff indicated that they did not receive adequate information about how to help students directly. School staff wanted to do more than simply refer students for substance abuse prevention and intervention services. Several of the non-instructional staff were particularly frustrated by the limited help they could offer. One cafeteria worker noted: "What could I do now? I don't have contact with the children. If you see something, you go to a teacher. But I knew that already." Almost all of the non-instructional staff interviewed indicated that the training was helpful to them personally, but was of limited use in a practical way, since they have little contact with the students. In fact, most of the non-instructional staff participated in the workshops for personal, rather than professional, reasons. Teachers also wanted more concrete information to put into use in the classroom. A couple of trainers also felt that the workshops did not provide enough information about what teachers and non-instructional staff could do to impact students. One teacher found that the workshop leader included too many personal

experiences in the presentations, and not enough facts; another noted that the leader did not answer many questions.

Suggestions for Improvement

When asked how the workshops could be improved, the school staff interviewed had varied suggestions.

- Several teachers and non-instructional staff wanted to have more guest speakers from community agencies who had first-hand experience with alcohol abuse.
- There were several suggestions for enhancing teachers' abilities to effectively present alcohol-related classroom lessons, including visits from other teachers who had presented such lessons in their classrooms, examples of lessons presented by the instructor, more ongoing activities for participants (rather than composing all the lesson plans at the end of the course), and having fewer lessons plans required.
- Some of the teachers and nearly all of the non-instructional staff interviewed suggested that the length of each session or the entire course be extended to allow more time for interaction between the participants and the instructor or guest speakers.
- Some of the teachers and one paraprofessional wanted more ideas of how they could deal with students with alcohol-related family or personal problems.
- The limited feedback received from assistant principals regarding their 90-minute training session was nonetheless quite positive. The participants thought that the workshop provided valuable information, but that the material was "skimmed over" due to a lack of time. Many of the administrators requested follow-up workshops to cover the material in more detail and discuss how they could help students.

KNOWLEDGE GAINED AND ITS IMPLEMENTATION

Workshop Leaders' Perceptions

All seven AAPT trainers felt that the workshops had accomplished the goal of increasing workshop participants' awareness of the signs of alcohol-related personal and family

problems and their knowledge and awareness of alcohol abuse prevention strategies. "They're definitely leaving with more than they had," said one leader. However, whether the information gained would actually be implemented by workshop participants was another question. As one trainer pointed out, "You don't know what they'll do when they go back to their schools." There were mixed predictions from the trainers; one reported that "many teachers said the information will be significantly used in their curricula," while another thought that 90 percent of the teachers would not deliver the lessons they had prepared for the workshop.

There was some agreement among the trainers that school staff would be better able to positively impact students in general as a result of the AAPT training. Most of the trainers felt that the workshop participants would notice more student behaviors indicative of alcohol-related problems, and would be better able to successfully refer those students for services.

Pre/post Questionnaire

A questionnaire administered both before and after the workshops indicated a slight knowledge gain due to the information provided in the workshops. The mean score for instructional staff was 13.1 (out of a possible 20) on the pretest, and 13.8 on the posttest. Non-instructional staff showed a higher rate of improvement, from a mean score of 9.1 on the pretest to 10.8 (out of a possible 17) on the posttest.

While these scores are somewhat low, and improvement minor, it should be noted that the questionnaire instrument itself may have caused some problems for participants. Although all of the material on the test was covered in the workshops, a couple of questions were open to interpretation. For example, the curriculum was quite clear that a teachers' role in helping to prevent alcohol abuse in the school is simply to identify problem behaviors in students. However, teachers often answered the question on the pre/post test about the teachers' role on the basis of their own past experience, which often included "counseling students," rather than on the basis of what they learned in the workshop. One workshop leader noted: "I think they learned a tremendous amount, despite the results of the pre/post tests."

CLASSROOM LESSONS

Eleven teachers were observed by OREA researchers while they were giving alcohol-related classroom lessons. While seven of the lessons were directly related to alcohol and its use and effects, the other lessons were only indirectly related; their topics included smoking and addiction, decision-making, stress reduction, and healthy foods.

The teachers used lectures, discussions, question/answer, and student exercises (i.e., role-playing, in-class activities) to convey their material. In most cases, the lessons were developed to fit into the existing curriculum. For example, one math class learned how to create graphs by plotting the

relationship between alcohol use and different types of accidents; language arts classes read and discussed passages and poems concerning alcohol; a science class learned about the effects of alcohol on the body; and a social studies class discussed the era known as "prohibition."

For the most part, teachers seemed comfortable with and knowledgeable about the material they were presenting. Students' responded enthusiastically, and participated freely, sometimes talking about alcohol problems or incidents involving alcohol in their own families. In one class, the student responses were mixed, with some attentive students and others who seemed bored.

The eleven teachers were asked how successful they thought the lessons they had given had been. Eight of these teachers were giving an alcohol-related classroom lesson for the first time when observed by OREA researchers; three had previously presented the same lesson to another class. Seven of the teachers thought the lessons they had given were successful in imparting information to students. One teacher, who had read a poem about an alcoholic family to spark discussion in her class, was quite pleased with the results.

> The poem was beyond excellent. I was ecstatic. It explained what alcohol could do--the poem led to a discussion into other areas. It was a good motivation.

A few teachers were less satisfied with their lessons. They noted the need for more hands-on activities to keep the students' attention.

According to the teachers interviewed, the workshops were only somewhat successful in preparing them to include alcohol-related issues in their classroom lessons. Three teachers felt that they gained the information needed to present the lessons, and were more prepared to answer questions from the students. Others noted that the workshops had provided the impetus for them to include alcohol issues in their lessons.

A few teachers indicated that the workshops fell short of their goal in terms of preparing them to provide alcohol-related lessons. Some of these teachers noted the lack of time allotted in the workshops to actually presenting and critiquing the lessons they had prepared.

OVERALL PROGRAM IMPLEMENTATION

Interviews with the workshop leaders indicated that the overall implementation and coordination of the program was good. The leaders received all the materials they needed for the workshops, and felt that they had the support needed from the project coordinator. One workshop leader noted that the district office did a lot of work in distributing materials. Several leaders commented that they had a good working relationship with the program coordinator at the central office. Overall, the trainers agreed that the separation of instructional from non-instructional staff in the workshops was a good format to follow. Other positive features noted by the trainers included the curriculum and the training they received to use it, and the opportunity to work with school staff, which some trainers felt

enhanced their credibility. A few of the leaders commented that the AAPT program had been quite beneficial--for the schools, the participants, and the workshop leaders. They felt that their district was fortunate in being funded for this program, and that it was a good investment.

The only problem reported was the timely payment of workshop participants; complaints were often directed towards the workshop leaders, who had little information about such matters.

III. CONCLUSIONS AND RECOMMENDATIONS

The primary objectives of Project AAPT were to increase instructional and non-instructional school staff members' awareness of alcohol abuse among students, to train them in providing assistance and support to those students with alcohol-related problems, and to train teachers in educating students about alcohol abuse. The interest expressed by school staff in this training was substantial, despite the fact that the number trained fell somewhat short of the original aim.

Overall, the AAPT training was quite successful. It encouraged school staff to be more aware of alcohol-related problems students might have, and gave them the skills needed to identify and refer students in need of assistance. It also helped improve relations between school staff and substance abuse prevention and intervention staff.

Despite the success of this project, the evaluation revealed several ways in which it could be improved. Based on the findings outlined in this report, OREA recommends that program administrators:

- provide additional time in the workshop leader training so they can more extensively practice delivery of the curriculum;
- explore ways in which the curriculum can be customized by each workshop leader to accommodate different presentation styles;
- when possible, use two-person teams to lead these workshops, for those who would prefer this style;

- provide at least one additional session for both instructional and non-instructional workshops in order to cover all the material adequately;
- increase the time spent in workshop sessions on assisting teachers in preparing alcohol-related classroom lessons; and
- provide ongoing support to workshop participants who want feedback on the activities and lessons they provide for their students.

Ultimately, the success of this project will be determined by the long-term effect it has on the attitudes of the participants regarding the importance of educating students about the effects of alcohol abuse, and of identifying and referring those in need of services. Substance abuse prevention and intervention staff and school administrators must work together with the school staff in the effort to prevent alcohol and substance abuse in the nation's schools. One unintended benefit of Project AAPT may have been improved communication and appreciation between school staff and the substance abuse prevention and intervention staff providing these workshops. One of the advantages of coordinating the AAPT program through the central Office of Comprehensive Health and Substance Abuse Prevention is that office's ability to disseminate the AAPT training replication guide to all District Directors of substance abuse prevention programs, enabling others to benefit from the this innovative program.

APPENDIX A

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